



# Model Lesson Plan

## Social Studies

### Grade 6

## Topic 9 - The Indian Tribes of Montana; Places Revered

### Stage 1 - Desired Results

#### Established Goals:

- Students know that all Montana tribes have special places that are connected to their beliefs and traditions, and that these help form the base upon which tribal decisions are made. (GLE 6.3.1; 6.6.2)
- Students know that beliefs continue today, as tribal cultures, traditions, and languages remain traditional beliefs/ideas. (GLE 6.6.1)
- Students know and can locate the seven Indian reservations of Montana. (GLE 6.3.1) (Review)

#### Understandings:

- Certain places on and off reservations have special meaning for tribes; these places are revered and respected and require that all people treat these areas with respect and care. (GLE 6.3.1; 6.6.2)
- There are seven Indian Reservations in Montana: Crow Indian Reservation, Northern Cheyenne Indian Reservation, Fort Peck Indian Reservation, Fort Belknap Indian Reservation, Rocky Boy's Indian Reservation, Blackfeet Indian Reservation, and the Flathead Indian Reservation. (GLE 6.3.1) (Review)
- There are 12 Montana Indian tribes. They are: Crow, Northern Cheyenne, Dakota, Assiniboine, Gros Ventre, Assiniboine, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle and the Little Shell Chippewa. (GLE 6.3.1; GLE 6.3.2) (Review)
- The Little Shell Chippewa do not have a reservation. (GLE 6.3.1) (Review)

#### Essential Questions:

- What are the characteristics of places that MT Indians revere and respect?
- Why is it important to understand these characteristics?
- What does respect and conservation mean with regard to these places?
- How does my culture shape me? How do these revered and respected places shape tribal culture?

#### *Students will know...*

- Characteristics of revered and respected places on and off reservations.
- Ways to be respectful and considerate of such places (etiquette).

#### *Students will be able to...*

- Tell the characteristics of revered and respected places on and off reservations.
- Tell ways to be personally respectful and considerate of such places (etiquette).
- Define terms and new words in their notebooks and on class assignments, also making special note of ways to be respectful and considerate of revered and respected places on and off Montana reservations.
- Discuss ideas, enter notes in their notebook, and share information with others in the classroom context.
- Review information learned at intervals decided by the teacher.

### Stage 2 - Assessment Evidence

#### Performance Tasks:

- Each student keeps a notebook of the new words learned, with definitions and ideas about each word. Indicators of quality for the proficient level include: All new vocabulary words are carefully defined, and sometimes a sentence is written to indicate that the student knows how to use the word correctly in context. The notebook is easy to read, and the student uses the vocabulary words to review, at intervals decided by the teacher.
- Each student knows the quality indicators required to be at the proficient level for the map and notebook assignments.

#### Other Evidence:

### Stage 3 - Learning Plan

#### Vocabulary/Concepts:

- NEW: special meaning attached to specific locations, Respect, sacred (with regard to places respected and conserved), ceremonies.
- REVIEW: 7 reservations of Montana, 12 tribes of Montana.



# Model Lesson Plan

## Social Studies

### Grade 6

#### Lesson Materials:

- Montana wall map, suitable for instruction.

#### INDICATORS OF QUALITY FOR SELF-ASSESSMENT OF MAP based on Montana Performance Indicators

	TITLE	LABELS	ACCURACY	NEATNESS
4 Advanced	The title clearly shows the map's purpose	Everything is correctly labeled as noted for the map	Map contains reservation names accurately labeled; other features are accurately labeled. The student has gone beyond the basic assignment.	The map is neat, easy to read, and shows student initiative beyond that expected at the proficient level.
3 Proficient	The title suggests the purpose of the map.	Almost all required labels are correct.	Map contains reservation names accurately labeled.	The map is generally neat and easy to read. The student has attempted a personal "proficient" based on his/her abilities and the challenge of the assignment.
2 Nearing Proficiency	The title does not reflect the purpose of the map.	Much of the map is incorrectly labeled. For example, the student has misidentified some reservations.	Minor errors are made, and these contribute to misunderstanding of the map content. When asked about the errors, the student may know what he/she should have produced to be accurate.	The map is not neat, and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The child's performance does not reach his/her personal ideal of "proficient" as compared to other assignments.
1 Novice	The title is missing or incomplete.	Almost no work was attempted, or, labels are missing.	The map contains major errors—or, for example, no work was attempted.	The work is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.



# Model Lesson Plan

## Social Studies

### Grade 6

#### INDICATORS OF QUALITY FOR SELF-ASSESSMENT OF NOTEBOOK based on Montana Performance Indicators

	ORGANIZATION	CONSISTENCY	ACCURACY	NEATNESS
4 Advanced	The notebook goes beyond the level of accuracy and work expected for the proficient level. The student routinely keeps a notebook without being reminded to do so.	Everything is consistently done, as expected for each assignment. The student requires no reminders to be consistent—he/she is a self starter.	The notebook contains vocabulary words accurately labeled; other additions that the student has made are also accurate. The student has gone beyond the basic assignment.	The notebook work is neat, easy to read, and shows student initiative beyond that expected at the proficient level.
3 Proficient	The notebook is easy to read; the student could easily review the vocabulary and items which the teacher has indicated should minimally be in the notebook.	Almost all required vocabulary words have been identified and defined. The work is easy to read—the student has been nearly consistent in producing quality work.	The required vocabulary words and definitions are accurate. The student could easily review these, and may occasionally add in other information found.	The notebook is generally neat and easy to read. The student has attempted a personal “proficient” based on his/her abilities and the challenge of the assignment.
2 Nearing Proficiency	The notebook is usually easy to read, but sometimes the work is sloppy and the student cannot review his/her own work easily.	Some of the vocabulary words have been written and defined, but the student has selected incorrect definitions; or, the definition given is not complete.	Minor errors are made, and these contribute to misunderstanding of the notebook content. When asked about the errors, the student may know what he/she should have produced to be accurate.	The notebook is not neat, and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The child’s performance does not reach his/her personal ideal of “proficient” as compared to other assignments where he/she achieved that level.
1 Novice	The notebook cannot be found OR few assignments have been attempted. The student requires help to get started.	The student cannot consistently produce the work expected. He/she requires help to complete the work..	The notebook contains major errors—or, for example, no work was attempted.	The notebook is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.